

## English

We are reading the text, 'Call Me Lion' and we will be writing a short story. We will also be writing to persuade.

Writing Focus:

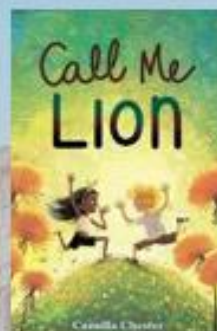
Narrative and persuasion

Grammar Focus:

modal verbs

subordination

speech



Values & PHSE We will focus on the values of Love and Humility. Jigsaw – Healthy Me. We will be looking at the five main food groups and the importance of needing energy, growth and health.

## Maths

This term, we will focus on multiplication and division and problem solving. We will also focus on times tables. **See Knowledge Organiser for Maths.**

## Design and Technology:

In DT, we will be designing digital wearable technology and developing a program and housing for a Micro:bit. This will be completed on the computers and we will then evaluate our products.

## PE

We will follow Get set 4 PE with a focus on Dodgeball and Hockey. We will be using a variety of skills in order to defend and attack.

**See Knowledge Organiser for PE**

## Reading

Children are rewarded every 20 reads with a new rainbow reading book mark.

We expect children to read at least 4 times a week.

## Computing

Information Technology – We will be focussing on repetition in games. Online Safety: Health, well being and lifestyle.

## Science - Sound

**This term we will be learning about different materials and their properties.** We will investigate and explore how their properties make them suitable for different uses. We will carry out simple tests to find out which materials are strong, flexible, waterproof or absorbent. We will also learn how materials can be changed and why choosing the right material is important. **See the Knowledge Organiser for Science.**

## History

**We are learning about The Romans and how they changed Britain.** We will find out who the Romans were, why they invaded Britain and what life was like for Roman soldiers and families. We will explore Roman towns, roads and houses, and learn about their gods, entertainment and inventions. We will also discover what the Romans left behind and how their ideas still affect our lives today. **See the Knowledge Organiser for History.**

Year 3/4  
Term 4 2026

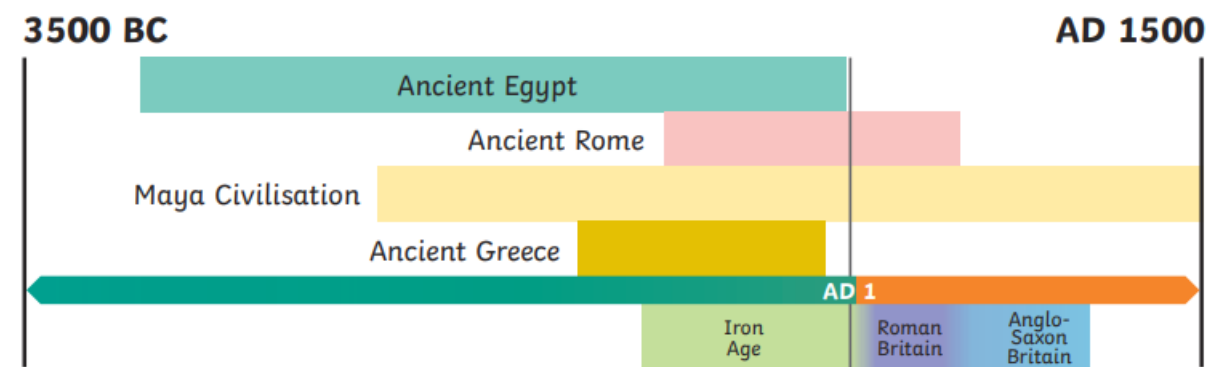


**The Romans**



# The Romans

## Timeline



The first Romans lived in Italy nearly 3000 years ago. They founded the city of Rome in 753 BC and, over the centuries, conquered many lands to create a huge empire.



## Roman Villas

Wealthy Romans and some Celts built large homes in the countryside called villas. The land attached to these homes was used for farming as agriculture was an important business for the Romans. Countryside villa complexes, included a main house, bath house, workshops and gardens.



## The Colosseum

The Colosseum is in Rome. This is the most famous, surviving Roman amphitheatre.



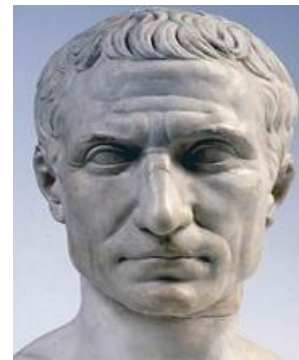
In AD 43, Emperor Claudius launched a third attack on Britain. He sent a powerful and well-organised army of around 40,000 men (that landed in southern England) to conquer the Celtic tribes. This time, much of Britain (or Britannia as the Romans called it) did become another province of Rome.



Emperor Claudius



Boudicca



Julius Caesar



# Key Vocabulary

tribe	A group of people who share the same culture and values.
Roman Empire	The name used for the land that was controlled by the Romans, including large parts of Europe plus parts of North Africa and West Asia.
empire	A group of countries controlled by one ruler or government.
emperor	The ruler of an empire.
conquest	Taking control of a place by force, often with an army.
citizen	A person with all the rights and protections of a nation or land. In the Roman Empire, only citizens were able to vote.
Celts	People living in Britain tribes, including the Iceni, Brigantes and Catuvellauni.

# Roman Roads and Towns

The Roman army are famous for building long, straight roads. Special engineers planned these roads and they criss-crossed the whole Roman Empire. They boosted trade, communication with the emperor and helped the legions to keep control of all the different provinces.

The Romans built new towns all over Britain. Each one had a marketplace, town hall, shops, temples and homes; large towns had an amphitheatre. Bath houses were elaborately designed and were popular places to relax and meet friends.

# Hadrian's Wall in AD 122

In AD 122, Emperor Hadrian gave an order to build a wall in the north of the country. Roman legions had tried to conquer Caledonia (Scotland), but the Picts would not give up their lands and they also raided land that the Romans controlled. Hadrian's Wall took around six years to build and it was 73 miles long. Around 15,000 troops lived at Hadrian's Wall so they could defend this northern border of the Roman Empire.





# Properties of Materials

## Soluble Materials

Some solids dissolve in water (Soluble).

coffee



sugar



salt



jelly



Some solids do not dissolve in water. (Insoluble).

pepper



sand



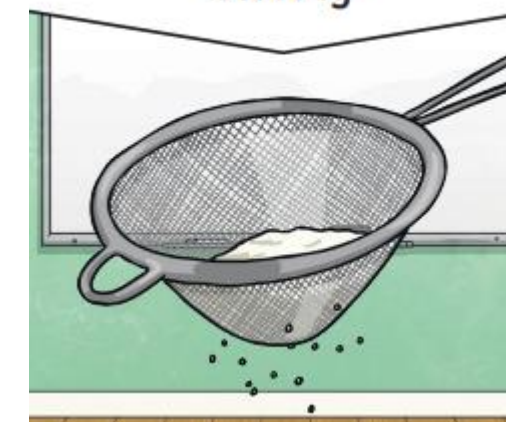
wax



## Properties of Materials

conducts energy	
insulates energy	
transparent	
waterproof	
durable (strong)	
magnetic	

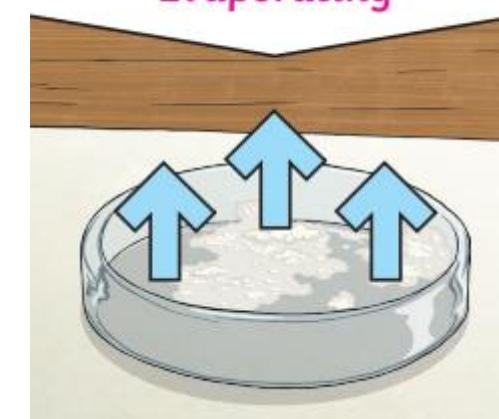
Sieving



Filtering



Evaporating



## Separating Materials



## Everyday Materials

Metal saucepans conduct heat to warm food.



Wooden spoons and plastic handles insulate heat so hands do not get burned.

# Key Vocabulary

conductive	A material that allows heat and/or electricity to pass through it.
magnetics	Material that is attracted to a magnet
Conduction	Heat moving from one object to another through contact.
force	When an object is acted upon by a pull or push motion in a specific direction
dissolve	To mix with a liquid and become part of a liquid.
solute	A substance that can be dissolved in liquid.
substance	Any material such as sugar.
filtering	The separation of a mixture using a tool with small holes to separate particles.
evaporation	The process of where a liquid changes into a gas.
thermal	Using or producing heat.

## Irreversible Changes



## Dissolving

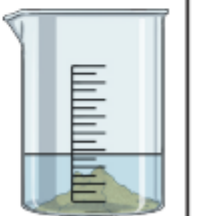
### Dissolving

A solution is made when **solid** particles are mixed with **liquid** particles. **Materials** that will dissolve are known as soluble. **Materials** that won't dissolve are known as insoluble. A suspension is when the particles don't dissolve.

Sugar is a soluble **material**.



Sand is an insoluble **material**.







Divide a 3 digit multiple of ten by 10 using place value

Use known facts and place value when dividing mentally by 2, 3, 4, 5, and 8 e.g.  $120 \div 4$

Use partitioning to divide by a single digit number where the quotient is a teens number

Use multiplication or division to solve scaling or correspondence problems

Divide near multiples by 2, 3, 4, 5, 8, 10 with remainders

Use efficient methods to multiply a two-digit number by a one-digit number

Multiply 2 digit number by a 1 digit number using a formal written method (multiple)

Multiply 2 digit number by a 1 digit number using a formal written method (regroup tens)

Multiply 2 digit number by a 1 digit number using a formal written method (regroup ones)

Use the distributive law to multiply a two-digit number by a one-digit number

Use the distributive law to multiply a teens number by a one-digit number

Multiply 1 digit numbers by multiples of 10 using place value

Multiply 2 digit numbers by 10 using place value

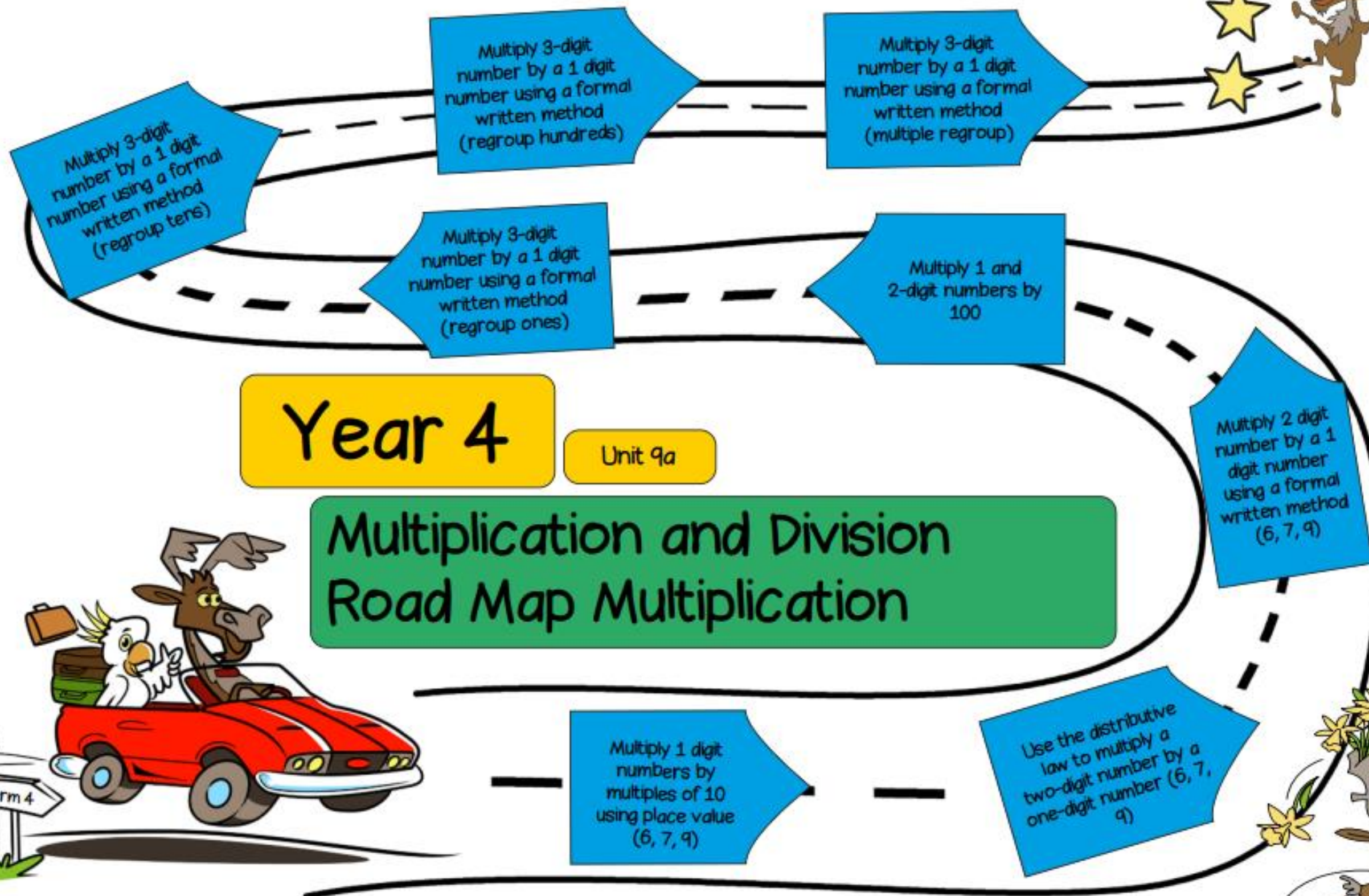
# Year 3

Unit 9

## Multiplication and Division Road Map









# Knowledge Organiser

## Dodgeball Year 3

### About this Unit

Dodgeball is a target game played between two teams. Players must dodge or catch balls thrown by the opposition whilst attempting to strike their opponents in the same way.

#### Key Principles of Target Games (dodgeball, golf)

attacking	defending
placement of an object	avoid getting out



### Key Vocabulary

**agility:** the ability to change direction quickly

**caught out:** when a player catches an opponent's ball deeming them out

**communicate:** share information

**hit out:** when a player in dodgeball is hit below the shoulders by a live ball

**opposition:** the other team

**power:** speed and strength combined

**tactic:** a plan or strategy

**teammate:** a player on the same team as you

**technique:** the action used correctly

**tournament:** a competition of more than two teams

### Ladder Knowledge



#### Throwing:

Throw slightly ahead of a moving target.

#### Catching:

Begin in a ready position to help you react to the ball.

### Movement Skills

- throw
- catch
- dodge
- jump

This unit will also help you to develop other important skills.

**Social** respect, co-operation, communication

**Emotional** honesty, self regulation, confidence

**Thinking** comprehension, select and apply, tactics

### Rules

- A player is 'hit -out' when hit below the shoulders with a ball that has not bounced.
- A player is 'caught-out' when an opponent catches their throw.

### Tactics

Using simple tactics will help your team succeed e.g. spread out so that you are harder to aim for.

### Healthy Participation

- Unused balls must be stored in a safe place.
- Head shots do not count in dodgeball.



### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Fireball

**What you need:** 1 x pair rolled up socks, 2 x cushions, 2 x players

#### Practise:

- Practise throwing the socks to a partner.
- Every 4 successful catches move back a little bit and try again.

#### How to play:

- Place the cushions 4m apart.
- How many times can you run between the cushions without being hit by the socks.
- Thrower can only aim below the shoulders.
- Swap roles.



[www.getset4education.co.uk](http://www.getset4education.co.uk)

If you enjoy this unit why not see if there is a dodgeball club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed.

Head to our youtube channel to watch the skills videos for this unit.



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# Knowledge Organiser

## Dodgeball Year 4

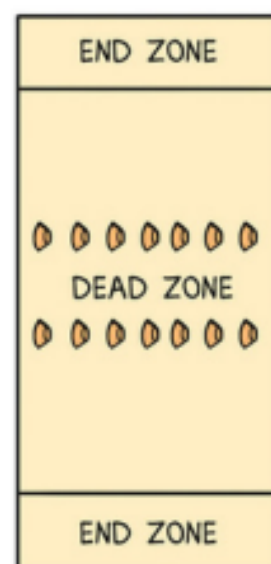
### About this Unit

Dodgeball is a dynamic and fast-paced target game. The aim of the game dodgeball is to eliminate the opponents by throwing balls at them whilst also avoiding being hit.



#### Key Principles of Target Games (dodgeball, golf)

attacking	defending
placement of an object	avoid getting out



### Key Vocabulary

**accuracy:** how close the object is to the given target  
**agility:** the ability to change direction quickly  
**avoid:** keep away from or stop  
**caught out:** when a player catches an opponent's ball deeming them out  
**communicate:** share information  
**cushion:** take the power out of an object  
**decide:** to choose  
**decision:** select an outcome  
**hit out:** when a player in dodgeball is hit below the shoulders by a live ball  
**opposition:** the other team  
**release:** the point at which you let go of an object  
**tactic:** a plan or strategy  
**tournament:** a competition of more than two teams



#### Ladder Knowledge



#### Throwing:

One handed throws are used for speed and accuracy. Keep your elbow high and step with your opposite foot to increase the power.

#### Catching:

Move your feet to the ball and pull it in to your chest to help you to catch more consistently.

#### Movement Skills

- throw
- catch
- dodge
- jump

This unit will also help you to develop other important skills.

**Social** respect, communication, collaboration

**Emotional** honesty, perseverance

**Thinking** comprehension, make decisions, select and apply skills

### OUTS

A player is 'out' when:

- A live ball hits their body (shoulders or below).
- An opposition player catches a live ball they have thrown. So, if a player throws it and their opponent catches it then they are out and one of their opponents' team comes back in.
- Once a player is out, they must leave the court immediately and go to the queue of players already out from their team.

A live ball is one that has not bounced or hit a wall/ceiling.

#### Rules

#### Tactics

Applying attacking tactics will help you to score points and get opponents out. Applying defending tactics will help you to stay in the game.

#### Healthy Participation



- Unused balls must be stored in a safe place.
- Head shots do not count in dodgeball.

If you enjoy this unit why not see if there is a dodgeball club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed.

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

#### Dodge or Catch

**What you need:** 1 soft ball or a pair of rolled up socks, 2 players.

#### How to play:

- Players stand 3m apart.
- One player begins as the thrower.
- Thrower tries to hit their opponent below the shoulders to win 1 point.
- If the opponent catches the throw they win 1 point.
- Have 5 turns then change over.



[www.getset4education.co.uk](http://www.getset4education.co.uk)

Head to our youtube channel to watch the skills videos for this unit.



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# Knowledge Organiser

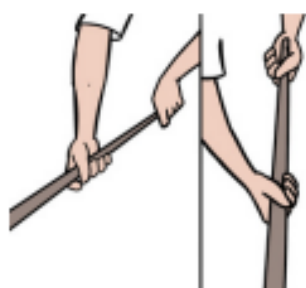
## Hockey Year 3

### About this Unit

Hockey is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals. If you are in possession, you are on the attacking team. If you are not in possession, you are on the defending team.

In hockey we use sticks to pass, dribble and shoot the ball. Did you know that there are no left handed sticks? That means that all players play with a right-handed stick!

To hold your stick, place your right hand in the middle of the stick. This helps to control the stick and the ball. Your left hand stays at the top and helps to turn the stick to change the direction of the ball!



#### Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	



Can you think of any other invasion games that share these principles?

### Key Vocabulary

**accurate:** reaching the target  
**attack:** the offensive action of trying to score goals or points  
**attacker:** someone in possession  
**control:** being able to perform a skill with good technique  
**decision:** select an outcome  
**defender:** someone not in possession  
**defend:** mark a space or player  
**dribble:** to travel with a ball using feet or hands  
**intercept:** to gain possession of the ball  
**invasion:** a game of two teams who invade each other's space to score goals  
**opposition:** the other team  
**possession:** to have  
**receiver:** to collect or stop a ball that is sent to you  
**tactics:** a plan for how to play  
**teamwork:** working together  
**tournament:** a competition of more than two teams

### Ladder Knowledge



#### Sending & receiving:

Point your stick to your target when sending the ball to help to send it accurately.

#### Dribbling:

Dribbling is an attacking skill which helps you to move towards a goal or away from defenders.

#### Space:

Spreading out as a team will help to move the defenders away from each other.

#### Attacking and defending:

As an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

### Movement Skills

- dribble
- pass
- receive
- intercept
- run
- shoot

This unit will also help you to develop other important skills.

**Social** communication, collaboration, work safely, respect, co-operation

**Emotional** honesty, perseverance, determination, support others

**Thinking** decision making, select and apply, comprehension, identifying strengths and areas for development, reflection

### Rules

#### Feet:

- You cannot kick the ball. Try not to let the ball touch your feet.

#### Sticks:

- The stick cannot be lifted higher than waist height.
- You can only use the flat side.

#### Free pass:

- If a rule is broken, a free pass is awarded to the other team.
- All players must be three big steps away from the person taking the free pass.

To start a game, one team begins from the middle. After a goal, the non-scoring team begins from the middle.

### Tactics

Tactics help us to make a plan for how we are going to play. Spreading out in attack is a good tactic to help to create space and move defenders. Defending a player each is a good tactic to limit the attacking team's options.

### Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Don't lift your stick higher than your waist.
- Ensure you are working in a safe space away from others.

If you enjoy this unit why not see if there is a hockey club in your local area.



### How will this unit help your body?

agility, balance, co-ordination, speed, stamina

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

#### Push Pass

**What you need:** a pair of socks or a small ball and three markers e.g. cushions

#### How to play:

- Place two markers approx. 2m apart to create a goal and a third marker approx. 3m away as a start point.
- Place your socks/ball on the floor and attempt to push it using your hand through the goal.
- If successful move back a step and try again. How far back can you go? For an extra challenge, make your goal smaller!



#### Top tips:

- Step forward with your opposite foot to the hand you are using.
- Finish with your hand pointing in the direction you want the socks/ball to go.

[www.getset4education.co.uk](http://www.getset4education.co.uk)

Head to our youtube channel to watch the skills videos for this unit.



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# Knowledge Organiser

## Hockey Year 4

### About this Unit

Hockey is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

The name 'hockey' is thought to come from a French word 'hoquet' which means 'shepherd's staff'. Stick and ball games can be traced back thousands of years to ancient civilisations in China, Persia, Egypt and Greece.

In modern times, there are different versions of hockey, these include field hockey, ice hockey, roller hockey, and indoor hockey.

Field hockey first appeared in the Olympics in 1908 in London.



#### Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	



Can you think of any other invasion games that share these principles?

### Key Vocabulary

- accelerate:** speed up  
**control:** being able to perform a skill with good technique  
**cushion:** take the power out of an object  
**decision:** select an outcome  
**delay:** to slow an object or player  
**gain:** get possession of the ball  
**invasion:** a game of two teams who invade each other's space to score goals  
**opposition:** the other team  
**option:** possible choices  
**possession:** to have  
**receive:** to collect or stop a ball that is sent to you  
**referee:** the person who makes sure the rules are followed  
**tackle:** to stop an opposing player with the ball  
**tournament:** a competition of more than two teams

### Ladder Knowledge



#### Sending & receiving:

Cushioning the ball will help you to control it when receiving it.

#### Dribbling:

Using changes of direction and speed when you dribble will help you to maintain possession.

#### Space:

Moving into space will help your team keep possession and score goals.

#### Attacking and defending:

As an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

### Movement Skills

- dribble
- pass
- receive
- intercept
- run
- shoot

This unit will also help you to develop other important skills.

**Social** communication, collaboration, work safely, respect

**Emotional** honesty, perseverance, determination

**Thinking** decision making, select and apply, comprehension, identifying strengths and areas for development

### Rules

#### Feet:

- You cannot kick the ball. Try not to let the ball touch your feet. If feet are intentionally used, a free pass is awarded.

#### Sticks:

- The stick cannot be lifted higher than waist height, and you can only use the flat side.
- You cannot intentionally interfere with another person's stick.
- If these rules are broken, a free pass is awarded.

#### Free pass:

- If a rule is broken, a free pass is awarded to the other team.
- All players must be three big steps away from the person taking the free pass.

### Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

### Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Don't lift your stick higher than your waist.
- Ensure you are working in a safe space away from others.

If you enjoy this unit why not see if there is a hockey club in your local area.



### How will this unit help your body?

agility, balance, co-ordination, speed, stamina

### Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Hockey Obstacle



**What you need:** Markers, stopwatch, a tupperware lid and rolled up socks

#### How to play:

- Create an obstacle course using markers e.g. cushions to go around, chairs to push the ball through the chair legs etc.
- Using the tupperware lid as your stick and the socks as your ball, time yourself to see how long it takes you to complete the obstacle course.
- Can you beat your time?
- Make this harder by only using one side of the tupperware box just like when using a hockey stick.

[www.getset4education.co.uk](http://www.getset4education.co.uk)

Head to our youtube channel to watch the skills videos for this unit.



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## Y3 PSHE Jigsaw Knowledge Organiser Healthy Me

### Puzzle Outcomes

- To understand how exercise affects my body and know why my heart and lungs are such important organs.
- To set myself a fitness challenge.
- To know that the amount of calories, fat and sugar I put into my body will affect my health.
- To know what it feels like to make a healthy choice.
- To tell you my knowledge and attitude towards drugs.
- To identify how I feel towards drugs.
- To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.
- To express how being anxious or scared feels.
- To identify when something feels safe or unsafe.
- To take responsibility for keeping myself and others safe.
- To understand how complex my body is and how important it is to take care of it.
- To respect my body and appreciate what it does for me.

### Healthy Me at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we care for our own health and well-being. We are also aware of the well-being of others in our school and work together to support each other to be healthy and happy.



### Our Values of the term:

#### Love and Humility



### The Jigsaw Charter

We take turns to speak  
We use kind and positive words  
We listen to each other  
We have the right to pass  
We only use names when giving compliments or when being positive  
We respect each other's privacy (confidentiality)

### Weekly Celebrations

- Week 1-Have made a healthy choice.
- Week 2 – Have eaten a healthy, balanced diet.
- Week 3 – Have been physically active.
- Week 4 – Have tried to keep themselves and others safe.
- Week 5 – Know how to be a good friend and enjoy healthy relationships.
- Week 6 – Know how to keep calm and deal with difficult situations.

### Key Vocabulary

Fitness	Physical condition.
Energy	The ability to do work.
Calories	A unit of energy.
Saturated fat	A type of fat that contains carbon atoms that are fully saturated with hydrogen.
Healthy	Being sound and well – not unwell.
Drugs	Chemicals or substances that change the way our bodies work.
Safe	Free or secure from harm or danger.
Advice	An idea or opinion offered as help in making a choice or a decision.
Risk	Possibility of loss or injury.
Appreciate	To be grateful for or understand and accept the worth of; value.



### Puzzle Outcomes

- To recognise how different friendship groups are formed, how I fit into them and the friends I value the most.
- To identify the feelings I have about my friends and my different friendship groups.
- To understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations.
- To be aware of how different people and groups impact on me and to recognise the people I most want to be friends with.
- To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.
- To recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.
- To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.
- To recognise when people are putting me under pressure and can explain ways to resist this when I want.
- To identify feelings of anxiety and fear associated with peer pressure.
- To know myself well enough to have a clear picture of what I believe is right and wrong.
- To tap into my inner strength and know how to be assertive.

### Weekly Celebrations

Week 1-Have made a healthy choice.

Week 2 – Have eaten a healthy, balanced diet.

Week 3 – Have been physically active.

Week 4 – Have tried to keep themselves and others safe.

Week 5 – Know how to be a good friend and enjoy healthy relationships.

Week 6 – Know how to keep calm and deal with difficult situations.

## Y4 PSHE Jigsaw Knowledge Organiser Healthy Me

### Healthy Me at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we care for our own health and well-being. We are also aware of the well-being of others in our school and work together to support each other to be healthy and happy.



### Our Values of the term:

#### Love and Humility



### Key Vocabulary

Friendships	Familiar and liking of each other's mind.
Emotions	A person's inner feeling.
Healthy	Being sound and well – not unwell.
Roles	A part played by a person.
Leader	Someone whom other people will follow.
Follower	A person who believes in, studies, or supports the ideas of someone.
Assertive	Someone who knows how to stand up for themselves (and others) without being hurtful or mean.
Smoking	The act of inhaling and exhaling the fumes of burning tobacco.
Pressure	A force or influence that cannot be avoided.
Peers	A person of the same year group.
Anxiety	A feeling of unease, such as worry or fear.









Quel temps fait-il ?

Il pleut !

What's the weather like?

It's raining!

Dans le + [compass point] + [weather]      [Weather] + dans le + [compass point]

Il fait trente degrés.

Dans le nord, il fait chaud.

Il fait quinze degrés.

Il y a des nuages dans l'ouest.

In the north, it is hot.

It is 30 degrees.

It is cloudy in the west.

It is 15 degrees.

dix	vingt	trente	quarante	cinquante	soixante	soixante-dix	quatre-vingts	quatre-vingt-dix	cent
10	20	30	40	50	60	70	80	90	100